



NON-ENGLISH MAJORED LEARNERS' ATTITUDE TOWARD EFL TEACHERS' USE OF ICT TOOLS IN TEACHING LISTENING

Võ Diễm Trinhⁱ

EFL teacher,
Can Tho Technical Economic College,
Can Tho City, Vietnam

Abstract:

There has been an increasing interest in the significance of Information and Communication Technology (ICT) in the educational field because ICT tools can benefit learners from various technological resources and from different techniques and methods of teaching. Especially, ICT is a useful tool to expose learners to authentic input in listening skill in Vietnamese context. Although much attention has been paid to the investment of ICT in classrooms by English language centers in Vietnam in general and in Can Tho city in particular, adequate concern is not given to investigate learners' attitude toward the EFL teachers' use of ICT tools in listening lessons. Therefore, this study aims to investigate non-English majored learners' attitude toward the EFL teachers' use of ICT tools in listening lessons. Fifty-two -English majored learners 'who are studying in an English language center took part in the current descriptive study. Five-point Likert scale questionnaires (consisting of 30 items categorized into four clusters including (1) ICT tools, (2) learners' feelings toward ICT, (3) learners' belief and factual knowledge of ICT, (4) learners' behavioral intentions and actions with respect to ICT; and semi-structured interviews were used as instruments to collect the data. The quantitative data was entered into the SPSS version 20.0 for data analysis. The results showed that there are some common ICT tools used by EFL teacher in listening lessons. The results also indicated that learners have positive attitude toward EFL teachers' use of ICT tools in listening lessons.

Keywords: attitude, EFL teachers, ICT tools, listening lessons, non-English majored learners

1. Introduction

English has become a vital and mandatory communication language in Vietnam since Vietnam adopted a socialist-oriented market economy under the State management at

ⁱ Correspondence: email trinhm1616046@gstudent.ctu.edu.vn

the Sixth National Congress of the Vietnamese Communist Party organized in 1986. As a result of this international integration, improving English language teaching has been recently taken into consideration as one of important objectives of the Ministry of Education and Training (MOET) of Vietnam (MOET, 2014). However, the teaching of English in secondary and high schools strongly focus mainly on grammar, sentence structures and vocabulary so the communicative competence in English of Vietnamese workforce has not met the requirements of the employers. In foreign language learning, listening is important since it provides the language input (Rost, 1994). Without understanding input appropriately, learning simply cannot get any improvement. In reality, teaching English listening skills has not been paid much attention to in Vietnam in general and in Mekong Delta in particular. Consequently, the majority of Vietnamese learners are not competent in using English language skills, especially listening skills. Hence, it is necessary to find out the effective ways for the teachers to improve their teaching bringing better result in learning for learners.

Within the Vietnamese context, the Ministry of Education and Training (MOET) has put a great emphasis on the reform of education through the implementation of ICT applications at any level of education. Consequently, there are computers, the Internet connections and projectors equipped in classes. Although ICT is just a tool, they benefit learners from various technological resources and from different techniques and methods of teaching. Especially, ICT is a useful tool to expose learners to authentic input in listening skill in Vietnamese context where Vietnamese is the primary language used. Although much attention has been paid to the investment of ICT in classrooms by English language centers in Vietnam in general and in Can Tho city in particular, adequate concern is not given to learners' attitude toward the EFL teachers' use of ICT tools.

For these reasons, the aim of this study was to gain an understanding EFL teachers' use of ICT tools in the development of listening lessons in an EFL classroom and learners' attitude.

2. Literature Review

2.1 Information and Communication Technologies

2.1.1 Definition of Information and Communication Technologies

Several definitions of Information and Communication Technology (ICT) have been proposed due to the fact that ICT has developed and changed rapidly in recent years. Historically, the term ICT, the combination of both terms Information and Communication, is used to describe a range of technologies in order to gather, store, retrieve, process, analyze and transmit information (Internet Advisory Board, 2008). For Anderson, ICT is an *"all-encompassing term that includes the full gamut of electronic tools to gather record and store information, exchange and distribute information to others"* (Anderson, 2010, p. 4).

Similarly, ICT consists of electronic tools, a mixture of hardware, software and communication facilities which are used to collect, store, present and deliver

information to audience (Berce, Lanfranco and Vehovar 2008; Olatoye 2011). Therefore, ICT can broadly be defined as “forms of technology used for creating, displaying, storing, manipulating, and exchanging information” (Meleisea, 2007, Williams & Nguyen, 2012, p.3). In terms of language learning and teaching, ICT refers to educational tools that support the learning process in ways specifically related to the learning outcomes (Drent and Meelissen 2008) including the use of computers, digital cameras, the Internet, and the World Wide Web (Gillespie 2006; Davies and Hewer 2012; Finger et al. 2007).

2.1.2 Information and Communication Technologies (ICT) in English education

Many researchers (Loveless et al., 2001; Zhao, 2003; Thorne & Payne, 2005) argue that ICT should be integrated into language learning and teaching because of its numerous beneficial uses. Generally, according to Warschauer & Healey (1998), if ICT is integrated properly into English teaching and learning, it can benefit both language teachers and learners by creating a more interactive language classroom, motivating learners and providing authentic language input from ‘real life’ situations. Vannestål (2009) also suggests three different ways to use ICT in language learning including utilizing ICT as a machine, as a tool and as platform for communication. In addition, the literature has highlighted a considerable amount of the benefits of ICT in language learning. Darasawang and Reinders (2010) found that an online language learning and teaching helps learner become autonomous because ICT helps learners to take more responsibility for their own learning, which leads to greater autonomy and more learner-centered. Another benefit of ICT is motivation. “*Motivation undoubtedly is the key in any learning*” (Frydrochov Klimova & Poulova 2014, p.53). Therefore, it is important to motivate learners for language learning in English. The ICT tools including visual aids, sounds, video clips or animations motivate learners, “*attracts their attention and elevates their interest in learning*” (Kuo, 2009, p.25). Because the critical factor in the learning process, according to Hale and Lewis (1979, p.33) is attention, teachers need to capture the attention of learners during a lesson. It is therefore important to use of ICT to capture learners’ attention.

According to Collis and Moonen (2001), the applications of ICT are categorized into three groups, namely “learning resources” including educational software, online resources, and video resources, “instructional organization of learning” referring to software and technology tools for lecturing in the classroom, the course management system like Moodle, and the computer-based testing system like HotPotatoes, and “communication” consisting of email systems, and websites offering communication options. While a variety of ICT applications in English learning have been suggested, this paper will focus on video resources which belong to “learning resources” group, one of the ICT applications suggested by Collis and Moonen (2001).

2.1.2 ICT in teaching listening

In English language listening, ICT offers numerous benefits. One of the beneficial features of ICT is Internet connection which allows learners to access to a huge amount

of authentic materials to make English learning more enjoyable (Dang, 2011). Hence, the application of the online resources available to the inside and outside classroom activities can result in the enhancement of learners' competences in listening English. For example, according to Kelsen (2009, p.3), *"YouTube has the potential to connect learners with authentic English input through what is quite possibly already a part of their life experience in language learning and provides a context through which they can interact, exchange ideas, share feelings, and participate in a web-based environment"*. Internet resources have numerous benefits because they provide extensive and diverse resource of materials which are always available and suitable for all of learners from different levels. Besides, authentic materials are one of the most benefits of Internet resources because Internet resources have various audio and video resources which help teachers save time and effort help to expose learners to authentic language material. Although the teacher might speak English fluently and be familiar with plenty of proverbs and dialects, it is impossible for one person to master all the different shades of the English language.

As alternatives, internet TVs can be used to develop listening comprehension skills of a learner in an entertaining atmosphere. For example, BBC or VOA has always been seen as a significant source of learning English because of their audio and video materials. With the rise of the internet, BBC and VOA have prepared an English Learning Page which gives ideas to the learner about material development and how to work efficiently with the aural input. BBC also provides the visitors with quizzes, videos, podcasts and games as well as radio archives and voice recordings. As regards listening activities, there are many activities based on listening comprehension.

In addition, Podcast is one of mobile technologies, which is a combination of two words: iPod (Apple's MP3 player) and broadcast (Duke, 2006; Rosell-Aguilar, 2007). Podcasts can be automatically downloaded via a subscription feed (an automatic downloading process) (Min-Tun & Tzu-Ping, 2010), which in turn allows users to simply listen to the content on their devices, at their convenient time. Podcasts could be used to provide an up- to-date, wide and extensive source of audio and video broadcasts for learners wishing to improve their language beyond the restrains of their classrooms (Cross, 2014). Unlike Podcast, a webcast is an event such as a [musical performance](#) which you [can listen](#) to or [watch](#) on the [Internet](#). A webcast differs from a podcast because the recorded event usually includes live spectators in addition to an online audience. Webcasts might also include tools for audience interaction. Moreover, webcasting is essentially broadcasting over the Internet, using online streaming to deliver content while Podcasts are delivered via the Internet without online streaming. Because of the differences between these media platforms, they have different software and storage requirements and are better suited to some tasks than others.

Besides, Power Point Presentation (PPT) is also a useful and powerful ICT tool being used in English listening classrooms extensively and effectively. PPT can be used to teach new ideas and concepts to learners. It also helps learners in enhancing their listening skills. Assignments and projects can be given in the form of PPTs to stimulate the interest of the learners. Online listening lab is also one of the useful ICT tools in

listening lesson. It helps learners develop proficiency in learning by using audio visual aids and by exposing learners to different accents of spoken language. Online listening lab is a network based teaching software designed to improve teaching environment in the computer labs.

3. Attitude

3.1 Definition of attitude

According to Anderson (1985), an attitude is a moderately intense emotion that prepares an individual to respond consistently in a favorable and unfavorable manner when confronted with a particular object. For Gardener (1985), attitude is defined as an evaluative reaction to some referent, inferred on the basis of the individual's beliefs or opinions about the referent. Zimbardo (1969) is the first person to divide attitude into three components: affect, cognition, and behavior. The first component of attitude is affective component consisting of a person's evaluation or emotional response to someone or something. The next component of attitude is cognitive component which refers to a person's beliefs and knowledge of someone or something. The last one is behavioral component which has been defined as the person's intended behavior toward someone or something.

In line with Zimbardo's (1969) definition, Ajzen (1988) also described an attitude as a consistent favorable or unfavorable response to an object, person, or event. As implied in this definition, attitudes possess cognitive (beliefs, knowledge, and expectations), affective (motivational and emotional), and performance (behavior or actions) components. Similarly, according to social psychologists, attitudes include three components: *"a cognitive component, an affective component, and a behavioral component"* (Nolen-Hoeksema, Fredrickson, Loftus & Wagenaar, 2009, p. 662).

While a variety of definitions of the term attitude have been suggested, this paper will use the definition of attitude with three components: affect, cognition, and behavior first suggested by Zimbardo (1969). In the present view, affect referring to an emotional response and a reaction can vary from pleasurable to un-pleasurable. One can measure it by monitoring physiological responses or by collecting verbal reports of feelings or mood. Behavior including overt actions, behavioral intentions, and verbal statements regarding behavior can range from favorable and supportive to unfavorable and hostile. Beliefs consisting of knowledge, perceptual responses, and thoughts constituting the cognitive component may vary from favorable to unfavorable.

3.2 Attitude and language learning

According to Dörnyei and Csizér (2002), a positive attitude facilitates foreign language learning while a negative attitude acts as a psychological barrier against learning. Thus, attitudes, ranging through negative, natural, and positive states, determine a learner's success or failure in his or her learning. This highlights the important role that a positive attitude towards the language being learned plays in learning a second

language. As a result, maintaining positive or negative feelings towards a language may increase the ease or difficulty of learning, respectively.

Gardner and Lambert (1972) conclude that the ability of learners to acquire a second language is not only affected by their mental competence or language skills but also by the learners' attitudes and perception towards the target language. Therefore, attitude concepts could both enhance the process of language learning and influence the learner's behaviors and beliefs towards the language. It is believed that individuals with positive attitudes usually progress more rapidly in foreign language learning. Similarly, Brown (2000) suggests that teachers should recognize all learners' positive or negative attitudes and should use thoughtful instructional methods, such as using materials and activities to change the negative attitudes. Consequently, learners will achieve an understanding in the process of learning the foreign language.

3.3 Attitude toward the use of ICT

Attitudes toward ICT usage have been defined as a person's general evaluation or feeling towards ICT and specific computer and Internet related activities (Smith, Caputi, & Rawstone, 2000). Therefore, attitude is likely a personal factor which could influence the person on the use of ICT. This is because the users' attitude may directly influence their attention to use ICT (Speier, 2008). A positive relationship exists between experience levels and favorable attitudes towards computer or using ICT tools.

Recently, there were a few studies conducted relates to attitudes on ICT. In the study of Saunders & Pincas (2004) on learners' attitudes towards Information Technologies in Teaching and Learning in the UK, the findings indicated that learners believe that ICT has a significant role in supporting and enhancing their university learning experience and felt that ICT could sometimes be used as an alternative to face-to-face activities. However, there are some learners who are against the notion of holding face-to-face classes as they think it would lead to their loss of routine, and motivation to serve to highlight the present perceived importance of face-to-face classes to campus based learners. Glenda, Sonia, Philmore & Dwayne (2006) investigated on management learners' attitudes toward Information and Communication Technology (ICT). The study showed that learners were generally favorable towards ICT. Wongwanich Rumpagaporn (2004) studied the learners' critical thinking skills, attitudes to ICT and perceptions of ICT classroom learning environment under the ICT schools pilot project in Thailand. The finding indicates many learners improve their levels of critical thinking and develop positive attitude to ICT. There are differences between learners' perceptions of their actual and preferred classroom learning environment with ICT because of learners' individual characteristics (gender, academic background, computer usage). From this few of studies, we can conclude that attitude changed occurs depending on the particular function that the attitude serves.

Following the definitions suggested by Zimbardo (1969), in the present study, learners' attitudes toward ICT consist of learners' feelings toward ICT (affective), learners' belief and factual knowledge of ICT (cognitive) and learners' behavioral intentions and actions with respect to ICT (behavioral). The definition of attitudes

toward ICT in this study is learners' knowledge, belief, liking and intent for future use of ICT.

3.4 Previous studies on learner's attitude toward the use of ICT tools in English teaching

Many researchers carried out studies to investigate the learners' attitudes toward the use of ICT in English language learning. The results of these studies provide an evidence to conclude that learners have positive attitudes toward the use of ICT. For example, Jung (2006) conducted an investigation into 591 Chinese university learners' frequency of ICT use for general and English learning purposes and their perceptions of ICT applications in English learning. As regards their perceptions, the findings indicated that the participants strongly agreed or agreed over the benefits of ICTs to the improvement of listening (75.9%), speaking (46.2%), and vocabulary (40%), but strongly disagreed or agreed over the positive effect of technology on improving their reading (31.5%), writing (32.8%), and grammar skills (41.7%). Also in China, Liu (2009, p.102) also investigated Chinese non-English major learners' attitudes towards ICTs as a medium for learning English, the findings revealed that participants were generally positive towards ICT and the use of ICT for learning English because they acknowledged the advantages of the use of technologies in the EFL learning.

In a different context, Kullberg (2011) conducted a study on Swedish teachers' and learners' perspectives of the use of ICT in the English classroom setting. The finding showed that the learners showed a more positive attitude to ICT than the teachers, and they would like to adopt computers more in the classroom. In the same line, Ipiña (2012) conducted a study concerning learners' attitudes towards ICT, in which she found learners' overall favorable feelings regarding the ICT and a positive change in learners' attitudes towards English after the use of ICT in the classroom.

Similarly, Kopinska (2013) analyzed Spanish EFL learners' attitudes to the use of technology after the implementation of an experimental project of ICT in the classroom setting. The findings indicated that the learners were fully aware of the usefulness of ICT to their English language learning, but they also said that they had little exposure to new technologies for the learning process. Siragusa and Dixon (2008) also examined the attitudes of a group of undergraduate learners towards their use of and engagement with ICT interactions. Although the collected quantitative data revealed that learners believed interacting with ICT was pleasant, helpful and easy, the qualitative findings showed that some learners experienced feelings of anxiety and intimidation when working with ICT.

Kubiatko (2010) also carried out an investigation into ICT-related attitudes among university science education learners in the Czech Republic. Unlike the aforementioned studies, however, this study assessed learner attitudes in terms of three variables, namely gender, grade, and residence. When it came to the results, male university, second-year, and town learners were more positive in their attitudes towards ICT use as opposed to other groups.

Conversely, Caruso, Kvavik & Morgan (2004) undertook a study of American learners on their ICT use and their perceived benefits of ICTs to learning gains. When being asked about the beneficial effects of ICTs on learning, only 12.7% of the learners stated that ICTs improved their learning process.

In the Vietnamese context, Nguyen and Tri (2014) conducted a quantitative study examining the attitudes of 149 EFL university learners towards the use of ICT in English language learning in the context of Vietnam. The findings revealed that most of the participants have positive attitudes regarding the use of ICT in the English classroom. Also, they expected that "ICT should be used more frequently in the classroom in order to maximize language learning and teaching" p. 32

The studies presented thus far provide evidence that learners have positive attitudes regarding the use of ICT in the English classroom. However, research to date has not yet determined learners' attitude toward the teachers' use of ICT in specific language skill, especially in the context of the Mekong Delta of Vietnam. Consequently, the specific objective of this study is to explore what ICT tools EFL teachers use in listening lessons and to find out non-English majored learners' attitude toward EFL teachers' use of ICT tools in listening lessons.

4. Methodology

4.1 Research questions

The fundamental purpose of this study was to explore what ICT tools EFL teachers use in listening lessons and to find out non-English majored learners' attitude toward EFL teachers' use of ICT tools in listening lessons. Based on the research purposes, the current study attempts to address the following questions:

1. What ICT tools do EFL teachers use in teaching listening?
2. What are non-English majored learners' attitudes toward the EFL teachers' use of ICT tools in listening lessons?

4.2 Research design

The study followed the descriptive approach to present descriptions about ICT tools as an independent variable and non-English majored learners' attitudes as the independent variable. The researcher utilized both qualitative methods and quantitative methods with the use of questionnaire and interview as the instruments. The combination of these methods was designed to validate the data and provide more insightful information about non-English majored learners' attitudes toward the EFL teachers' use of ICT tools in listening lessons.

4.3 Participants

The participants are non-English majored learners randomly selected. In this study fifty-two participants were randomly chosen from a population of seventy-nine non-English majored a foreign language center in Can Tho city. Twenty-five (48, 1%) of the participants were males and 27 (51, 9 %) of them were females; their ages ranged from

18 to 24 years old. These participants were identified as similar in Level A2 in the Common European Framework Reference by a replacement test before they studied in the foreign language center where this study is conducted. Besides, the researcher makes the interview to six learners to collect the data.

4.4. Research instruments

4.4.1 Questionnaire

In the current research, a questionnaire was designed with thirty items to identify ICT tools EFL teachers use in listening lessons and non-English majored learners' attitude. The survey questionnaire based on the adaptation of the previous studies was modified to fit the purpose of this study. The questionnaire packet was expected to take the participants approximately 10-15 minutes to be completed.

The questionnaire consists three parts. Part A was involved in the participants' personal information including gender, age, hometown, educational background, undergraduate area of study and years of learning at college or university. In part B, five items, from item 1 to 5, were designed to know what ICT tools EFL teachers use in listening lessons as well as the frequency of using ICT tools and the degrees varied from never, rarely, sometimes, often and frequently. Part C, from item 6 to 30, provides non-English majored learners' attitude toward the use of ICT tools. Part C was designed in the 5-point Likert Scale form which allow the participants to express how much they agree or disagree with each item, moving from most negative to most positive (strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree). Following the definitions of attitudes suggested by Zimbardo (1969), three clusters of the questionnaire including learners' feelings toward ICT called affective attitude, learners' belief and factual knowledge of ICT called cognitive attitude and learners' behavioral intentions and actions with respect to ICT called behavioral attitude.

4.4.2 Interview

Questions included in the interview were developed according to clusters shaped in the literature review. The interviews with six learners who were involved in the main study to make sure that the content of the interview questions was clear and valid and that the participants could understand the questions and hence express their ideas easily. Each interview lasted an average of 20 minutes. The interview brings more insights into the research findings of ICT tools used in listening lessons and participants' attitude toward ICT tools EFL teachers use in teaching listening and factors hindering the implementation ICT tools and some suggestions for better use of ICT tools in the future. The interview was composed in both English and Vietnamese and prompts were prepared to elicit the responses in cases the participants could not provide a proper answer.

4.4.3 Procedure of data collection

First, twenty-seven non-English majored learners studying were chosen to pilot the questionnaire. The data collected from the piloted questionnaire was analyzed to check

the reliability. The revised questionnaire was then officially administered to the participants. The revised questionnaire was delivered to 52 participants. After the participants completed the questionnaires, the researcher recollected the questionnaires and did the next steps consisting of interview and data analysis. The interviews were also piloted with 2 learners (of 27 learners participating in piloting the questionnaire). After collecting feedback from the learners, the interview questions were adjusted to get proper design and easy comprehension to the participants. Three weeks after all the questionnaires were returned and analyzed by Statistical Package for the Social Science (SPSS) software version 20.0, the research conducted the interview with 6 learners.

5. Findings and Discussions

5.1 Quantitative Data

A *Descriptive Statistics Test* was run to check the mean score of ICT tools used by EFL teachers in listening lessons. The mean score of ICT tools used by EFL teachers in listening lessons is $M = 2.52$. Also, the *Descriptive statistics* was taken to analyze the mean scores of ICT tools. The results show that PowerPoint presentations is the most frequent tools utilized by EFL teachers ($M = 4.81$). The least frequent ICT tools used by EFL teachers in listening lessons is TV Stations ($M = 1.33$). YouTube, online listening labs and Podcast, Webcast are rarely utilized with the mean scores of 2.29, 2.15 and 2.04 respectively. The results indicate that EFL teachers did not use ICT tools very often in their listening lessons. The common tool they frequent implemented was PowerPoint presentations. Likewise, the practice of ICT tools in listening lessons such as TV Stations, YouTube, online listening labs and Podcast, Webcast was very limited.

Participants' responses to the questionnaire provide the data on learners' attitudes towards EFL teachers' use of ICT tools in listening lessons. A *Descriptive Statistic Test* was run to explore the Overall Mean of learners' attitudes towards EFL teachers' use of ICT tools in listening lessons. The total overall mean score of participants' attitudes towards EFL teacher use of ICT tools in listening lessons ($M=3.74$) is higher than the scale 2.5 in the five-degree scale. A *one-sample t-test* was conducted on participants' attitudes towards the use of ICT tools to evaluate whether their mean was significantly different from 2.5- the accepted mean for participants' attitudes towards the use of ICT tools in general. The sample mean ($M=3.74$, $SD= 0.41$) was significantly different from 2.5- the average point ($t= 66.06$, $df= 51$, $p= 0.00$). This means that of participants' attitudes towards EFL teacher use of ICT tools in listening lessons is higher than average. The 95% of confidence interval of the difference ranged from 3.62 to 3.85. The results support the conclusion that participants' attitudes towards EFL teacher use of ICT tools in listening lessons was higher than that of the accepted mean.

Overall, this finding is consistent with that of Liu (2009, p.102) who investigated Chinese non-English major learners' attitudes towards ICTs as a medium for learning English. In Liu's research, participants were generally positive towards ICT and the use of ICT for learning English because they acknowledged the advantages of the use of technologies in the EFL learning. In the same line, Ipiña (2012) also conducted a study

concerning learners' attitudes towards ICT and found out learners' overall favorable feelings regarding the ICT. However, this finding is contrary to a previous study which has suggested that some learners experienced feelings of anxiety and intimidation when working with ICT (Dixon, 2008).

In addition, the result of the study also reveals that there was difference in the learners' attitude toward EFL teachers' use of ICT tools in listening lessons between male and female learners. Specially, male learners have slightly positive attitude toward EFL teachers' use of ICT tools in listening lessons ($M = 4.00$) than female learners ($M = 3.93$). Moreover, learners from urban areas also have more positive attitude toward EFL teachers' use of ICT tools in listening lessons ($M = 4.14$) than learners from rural areas ($M = 3.83$). These above results are consistent with those of Kubiato (2010) who assessed learner attitudes in terms of three variables, namely gender, grade, and residence. Kubiato (2010) concluded that male university, second-year, and town learners were more positive in their attitudes towards ICT use as opposed to other groups.

The results gained from the interviews also reveals that non-English majored learners are aware of the importance role of ICT tools in listening lessons. They also think that ICT tools can help them improve their listening skill and make them feel interested in listening lessons. This finding was also reported by Kopinska (2013) who analyzed Spanish EFL learners' attitudes to the use of technology. The findings of Kopinska's research indicated that the learners were fully aware of the usefulness of ICT to their English language learning. However, the finding of current study is contrary to that of Caruso, Kvavik & Morgan (2004) who undertook a study of American learners on their perceived benefits of ICTs to learning gains and conclude that only 12.7% of the learners stated that ICTs improved their learning process.

5.2 Qualitative Data

To gain more insights into non-English majored learners' attitude toward EFL teachers' use of ICT tools in listening lessons, the researcher selected six learners in different background to take part in the interviews. Particularly, three learners are female (Learner in the interview 3, 4 and 5) and the other three learners are male (Learner in the interview 1, 2 and 6). In addition, three out of six learners have been learning English from rural areas (Learner in the interview 1, 2 and 3) and three other learners have been learning English from urban areas (Learner in the interview 4, 5 and 6).

All of six participants in the current study said that their EFL teachers usually implemented Power Point and YouTube in listening lessons. Besides that, online listening labs and TV Stations were also mentioned by two of six participants.

Among some common ICT tools used by EFL teachers, almost participants said that they love Power Point most (learner 1, 2, 3, 4 and 6). Only participant 5 said that she liked online listening labs most. Generally, Power Point is considered as the ICT tools which almost participants prefer and online listening labs are also liked by some participants. In addition, when being asked if there was any ICT tool used in listening lessons they don't like, 3 participants said "No" except learner 4, 5 and 6. Specifically,

learner 5 and learner 6 said that they didn't like TV station with different reasons. Besides, learner 4 said that she didn't like online listening labs because the listening speech is fast and hard to learn.

Overall, these results indicate that the responses of male and female interviewees have no significant difference in terms of ICT tools used in listening lesson. However, a comparison of the responses among interviewees from urban areas and rural areas reveals that more ICT tools were used in listening lessons of learners from urban areas than those in rural areas. Specifically, learner 1, 2 and 3 indicated that their ELF teachers use only Power Point and YouTube in listening lessons. On the other hand, learner 4, learner 5 and learner 6 reported that not only Power Point, YouTube but also online listening labs and TV station were utilized in their listening lessons.

Almost participants said that ICT tools are important in listening lesson because they can give benefits to them. One of the benefits mentioned by all participants is making learners feel easy to listen and be interested in listening (learner 1,3 and 5). In addition, participants 2,3,4 and 5 also said that ICT tools help them improve listening skills by getting used to with the intonation and the pronunciation of native speakers. Besides that, learner 6 also mentioned that ICT tools can help him develop his cognitive skill by guessing the meaning of listening in case of he cannot understand something based on the image included. Despite many benefits, participants also mentioned some difficulties they face when EFL teachers use ICT tools in listening lessons. One of the difficulties is the fast speech of listening as well as noises that prevent learners from understanding listening text. In addition to some difficulties, they also give some suggestions for better use of ICT tools in listening lessons. They suggested that ICT tools should be used more and ICT equipment should be modernized for better use of ICT tools.

Overall, the attitude toward ELF teachers' use of ICT tools in listening lessons of female learners have no significant difference with that of male learners. Similarly, both learners from urban areas and learners from rural areas have positive attitude toward teachers' use of ICT tools in listening lessons. In addition, two common problems non-English majored learners face when ICT tools were used in listening lessons are noises and the speed of listening tasks.

6. Conclusion and Implication

The present study was designed to determine non-English majored attitude toward EFL teachers' use of ICT tools in listening lessons and the results of the study has shown that ELF teachers frequently use some common ICT tools in their listening lessons including Power Point, YouTube, online listening labs and TV stations. However, online listening labs and TV station were used more frequently in urban areas than in rural areas. Among those ICT tools mentioned, learners prefer Power Point and online listening labs than the others. In terms of attitudes, the majority of participants have positive attitude toward EFL teachers' use of ICT tools in listening lessons. Specially, participants reported that they felt more interested and could improve their listening

skills when their ELF teachers use ICT tools in listening lesson. However, as implementing ICT tools, difficulties cannot be avoidable because of factors related to noise and ICT equipment.

Although the study has reached its aims, there are, regrettably, some avoidable limitations. Firstly, the study is conducted at an EFL centers at Cantho city – in Ninh Kieu district. Consequently, the results are not generalized to all non-English majored learners. The population of participants in the study was quite limited to represent for non-English majored learners in some language centers in Cantho city (fifty-two participants), any larger application of the results should be taken with care and the higher degree of generalization will be allowed. Furthermore, within a short period of time, about 6 months and also, the time prevented the researcher from confirming and describing clearly the activities in relation to ICT tools used in listening lessons. Finally, the research was also limited by few interviews with learners from different background; it was difficult to generalize how other participants' attitude toward EFL teachers' use of ICT tools in listening lessons.

From the results and the discussions of the study, the implementation of ICT tools directions for further research is suggested. Further research should be conducted with sample non – English majored learners who come from different situations such as learners from Universities, colleges, and learners from high school, secondary and primary schools etc. to generalize their beliefs and practice. While the results of the present study have just given a general look on learners' attitude toward the teachers' use of ICT tools, deeper investigations into the impacts of ICT tools to learners' learning outcomes should be studied in the future. Next, future researchers can investigate teachers' perceptions and practice towards their use of ICT tools when they are teaching in Vietnam context. For further research aiming to explore the learners' attitude toward teachers' use of ICT tools, a long-term investigation should be conducted with larger size of population. The results will perhaps be more interesting and convincing.

References

1. Ajzen, I. (1988). *Attitudes, personality, and behavior*. Bristol, UK: Open University Press.
2. Anderson, L.W. (1985). Attitudes and their measurement. In T. Husen, & T. N. Postlethwaite, (Eds) *The International Encyclopaedia of Education*, 1, 352-358.
3. Anderson, J. (2010). *ICT transforming education: A regional guide*. Bangkok: UNESCO.
4. Collis, B., & Moonen, J. (2001). *Flexible learning in a digital world. Experiences and expectations*. London: Kogan Page.
5. Cross, J. (2014). Promoting autonomous listening to podcasts: A case study. *Language Teaching Research*, 18(1), 8-32. doi:10.1177/1362168813505394.
6. Darasawang, P., & Reinders, H. (2010). Encouraging autonomy with an online language support system. *Computer-Assisted Language Learning – Electronic*

- Journal*, 11(2). Retrieved February 10, 2018 from http://callej.org/journal/11-2/darasawang_reinders.html.
7. Davies, Graham, and Sue Hewer. 2012. Introduction to New Technologies and How They Can Contribute to Language Learning and Teaching. Module 1.1. In *Information and Communications Technology for Language Teachers (ICT4LT)*, edited by Graham Davies. Slough: Thames Valley University. http://www.ict4lt.org/en/en_mod1-1.htm.
 8. Dörnyei, Z., & Taguchi, T. (2009). *Questionnaires in second language research: Construction, administration, and processing*: Routledge.
 9. Dorup, J. (2004). Experience and attitudes towards information technology among first year medical learners in Denmark: longitudinal questionnaire survey. *Journal of Medical Internet Research* 6(1), e10.
 10. Drent, Marjolein, and Martina Meelissen. 2008. "Which Factors Obstruct or Stimulate Teacher Educators to Use ICT Innovatively?" *Computers & Education* no. 51 (1):187-199.
 11. Duke University. Center for Instructional Technology. (2006). *iPod First Year Experience Final Evaluation Report*. Retrieved on February 23, 2014, from: http://cit.duke.edu/pdf/reports/ipod_initiative_04_05.pdf.
 12. Finger, Glenn, Glenn Russell, Romina Jamieson-Proctor, and Neil Russell. 2007. *Transforming Learning with ICT: Making IT Happen*. Frenchs Forest, N.S.W: Pearson Education Australia
 13. Frydrochov Klimova, B., & Poulova, P. (2014). *ICT as a motivational tool in the learning of foreign languages*. Retrieved from: <http://www.europment.org/library/2014/interlaken/bypaper/EDU/EDU-06.pdf>
 14. Glenda, S M., Philmore Alleyne & Dwayne Devonish. (2006). Management learners' attitudes toward Information and communication technology. *International Conference*.
 15. Ha Thi, T.D. (2007). Nang cao hieu qua giang day tieng Anh o bac dai hoc nhin tu goc do giao vien chu nhien. In P.A.Vu Thi, et al. (Eds.), *Giang day tieng Anh bac dai hoc tai Viet Nam: Van de va giai phap* (pp. 9-17). Ho Chi Minh City: Nha xuất bản Dai hoc Quoc gia TP Ho Chi Minh.
 16. Hale GA & Lewis M (Eds.) 1979. *Attention and Cognitive Development*. New York: Plenum Press.
 17. Jung, S. H. (2006). *The use of ICT in learning English as an international language*. Doctoral dissertation, University of Maryland, College Park, the USA. Retrieved February 2, 2018 from <http://drum.lib.umd.edu/handle/1903/3885>.
 18. Krashen, S. (1985). *The Input Hypothesis: Issues and Implications*. Harlow: Longman
 19. Kopinska, M. (2013). New technologies in foreign language classroom: the role of attitudes. *The 6th edition of the ICT for Language Learning Conference*. Retrieved January 27, 2018 from <http://www.conference.pixel-online.net>.
 20. Kubiato, M. (2010). Czech university learner's attitudes towards ICT used in science education. *Journal of Technology and Information Education*, 2(3), 20-25.

21. Kullberg, T. (2011). *Swedish teachers' and learners' views on the use of ICT in the English classroom*. Unpublished BA thesis, Linnaeus University, Spain.
22. Kuo, L. L. (2009). *The effects of YouTube listening/viewing activities on Taiwanese EFL learners' listening comprehension*. Doctoral dissertation, La Sierra University, the USA. Retrieved January 29, 2018 from <http://www.proquest.com>.
23. Liu, J. H. (2009). *A survey of EFL learners' attitudes toward information and communication technologies*. *English Language Teaching Journal*, 2(4), 101-106. Retrieved January 27, 2018 from <http://www.ccsenet.org/journal.html>
24. McMillan, J., & Schumacher, S. (2001). *Research in education*, p, 342: New York: Longman.
25. Meleisea, E. (2007). *The UNESCO ICT in education programme*. Bangkok, Thailand: United Nations Educational, Scientific and Cultural Organization.
26. Min-Tun, C., & Tzu-Ping, Y. (2010). Using video podcast to support language learning through YouTube: Strategies and challenges. *E-Proceedings of the International Online Language Conference (IOLC)*, 54-59.
27. MOET (2008), *The 14 Draft Education Development Strategy of Vietnam of the Ministry of Education and Training of Vietnam for the period 2009-2020*.
28. Nguyen, N. H. T., & Tri, D. H. (2014). An Exploratory Study of ICT Use in English Language Learning among EFL University Learners. *Teaching English with Technology*, (4), 32-46
29. Nolen-Hoeksema, S., Fredrickson, B. L., Loftus, G. R., & Wagenaar, W. A. (2009). *Atkinson & Hilgard's introduction to psychology*. UK: Cengage Learning EMEA.
30. Saunders, G. & Pincas, A. (2004). *Learner Attitudes towards Information Technologies in Teaching and Learning in the UK*. Retrieved February 15, 2018 from http://www.itdl.org/Journal/Aug_04/article01.htm - 62k
31. Siragusa, L., & Dixon, K. (2008). *Planned behaviour: Learner attitudes towards the use of ICT interactions in higher education*. In *Hello! Where are you in the landscape of educational technology? Proceedings ASCILITE Melbourne 2008* (pp. 942-953). Retrieved from <http://www.ascilite.org.au/conferences/melbourne08/procs/siragusa.pdf>
32. Speier, C., Morris, M.G., Briggs, G.M. (2008). *Attitudes toward Computers: The Impact of Performance*. Retrieved June 16, 2008 from <http://hsb.baylor.edu/ramsower/acis/papers/speier.htm>
33. Rosell-Aguilar, F. (2007). Top of the Pods—In search of a podcasting “Podagogy” for language learning. *Computer Assisted Language Learning*, 20(5), 471-492. doi:10.1080/09588220701746047.
34. Rost, M.(1994). *On-line summaries as representations of lecture understanding*. *Academic listening: Research perspectives*, pp. 93-127.

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any kind content related or integrated into the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](#).